

## Chukker Creek Elementary

1830 Chukker Creek Road  
Aiken, SC 29803

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	640 Students	
<b>Principal</b>	Peggy Trivelas	803-641-2474
<b>Superintendent</b>	Dr. Linda B. Eldridge	803-641-2428
<b>Board Chair</b>	Dr. John B. Bradley	803-648-0901

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
9	20	5	0	1

## IMPROVEMENT RATING

**EXCELLENT**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes
<b>2006</b>	Excellent	Excellent	Yes

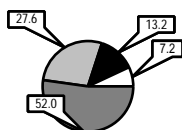
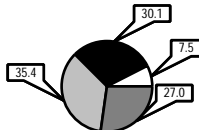
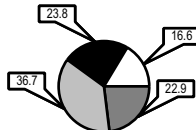
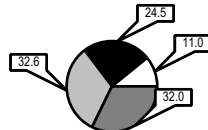
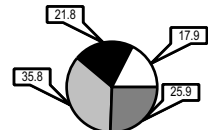
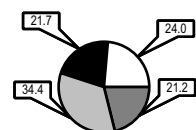
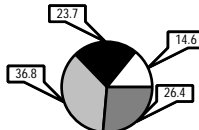
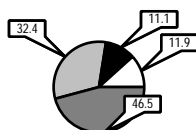
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	344	99.1	6.6	27.4	52.7	13.2	77.0	Yes	Yes
<b>Gender</b>									
Male	170	98.2	9.6	30.6	51.0	8.9	70.7	N/A	N/A
Female	174	100.0	3.8	24.4	54.4	17.5	83.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	245	99.6	3.5	22.5	56.8	17.2	84.6	Yes	Yes
African American	75	98.7	18.6	42.9	35.7	2.9	51.4	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	27.3	63.6	9.1	81.8	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	322	100.0	6.0	27.8	53.0	13.2	77.2	N/A	N/A
Disabled	22	86.4	20.0	20.0	46.7	13.3	73.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	344	99.1	6.6	27.4	52.7	13.2	77.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	338	99.1	6.7	27.1	53.2	13.1	77.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	93	98.9	17.2	41.4	37.9	3.4	52.9	Yes	Yes
Full-pay meals	251	99.2	2.6	22.2	58.3	17.0	86.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	344	99.1	6.6	35.3	27.1	30.9	71.3	Yes	Yes
<b>Gender</b>									
Male	170	98.8	5.7	34.2	26.6	33.5	72.2	N/A	N/A
Female	174	99.4	7.5	36.5	27.7	28.3	70.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	245	99.6	2.6	31.3	29.1	37.0	79.7	Yes	Yes
African American	75	97.3	20.3	53.6	17.4	8.7	39.1	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	9.1	36.4	54.5	90.9	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	322	100.0	6.3	34.1	28.5	31.1	72.2	N/A	N/A
Disabled	22	86.4	13.3	60.0	0.0	26.7	53.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	344	99.1	6.6	35.3	27.1	30.9	71.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	338	99.1	6.7	35.4	27.1	30.9	71.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	93	98.9	18.4	50.6	18.4	12.6	48.3	Yes	Yes
Full-pay meals	251	99.2	2.2	29.6	30.4	37.8	80.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	344	99.7	16.3	36.7	23.2	23.8	47.0
<b>Gender</b>							
Male	170	99.4	19.5	30.8	23.9	25.8	49.7
Female	174	100.0	13.1	42.5	22.5	21.9	44.4
<b>Racial/Ethnic Group</b>							
White	245	100.0	11.0	35.5	25.9	27.6	53.5
African American	75	98.7	37.1	37.1	15.7	10.0	25.7
Asian/Pacific Islander	13	100.0	9.1	45.5	18.2	27.3	45.5
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	322	100.0	15.6	36.1	23.5	24.8	48.3
Disabled	22	95.5	29.4	47.1	17.6	5.9	23.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	344	99.7	16.3	36.7	23.2	23.8	47.0
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	338	99.7	16.1	36.7	23.1	24.1	47.2
<b>Socio-Economic Status</b>							
Subsidized meals	93	100.0	33.0	43.2	13.6	10.2	23.9
Full-pay meals	251	99.6	10.0	34.2	26.8	29.0	55.8

<b>Social Studies</b>							
All Students	344	99.7	10.7	32.9	32.0	24.5	56.4
<b>Gender</b>							
Male	170	99.4	14.5	26.4	30.8	28.3	59.1
Female	174	100.0	6.9	39.4	33.1	20.6	53.8
<b>Racial/Ethnic Group</b>							
White	245	100.0	6.1	31.1	33.8	28.9	62.7
African American	75	98.7	27.1	38.6	22.9	11.4	34.3
Asian/Pacific Islander	13	100.0	0.0	27.3	45.5	27.3	72.7
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	322	100.0	9.6	32.5	32.5	25.5	57.9
Disabled	22	95.5	29.4	41.2	23.5	5.9	29.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	344	99.7	10.7	32.9	32.0	24.5	56.4
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	338	99.7	10.8	32.6	32.0	24.7	56.6
<b>Socio-Economic Status</b>							
Subsidized meals	93	100.0	25.0	43.2	21.6	10.2	31.8
Full-pay meals	251	99.6	5.2	29.0	35.9	29.9	65.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	115	100.0	3.6	21.6	64.0	10.8	74.8
	4	116	100.0	6.3	38.7	49.5	5.4	55.0
	5	119	100.0	7.8	41.4	48.3	2.6	50.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	98.1	3.2	8.4	64.2	24.2	88.4
	4	115	100.0	9.4	38.7	41.5	10.4	51.9
	5	122	99.2	6.9	32.8	53.4	6.9	60.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	115	100.0	5.4	50.5	32.4	11.7	44.1
	4	116	100.0	9.0	33.3	31.5	26.1	57.7
	5	119	100.0	11.2	45.7	20.7	22.4	43.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	98.1	3.2	37.9	25.3	33.7	58.9
	4	115	100.0	8.5	36.8	31.1	23.6	54.7
	5	122	99.2	7.8	31.9	25.0	35.3	60.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	115	100.0	17.1	38.7	27.9	16.2	44.1
	4	116	100.0	24.3	34.2	22.5	18.9	41.4
	5	119	100.0	30.2	37.1	17.2	15.5	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	99.1	10.4	46.9	26.0	16.7	42.7
	4	115	100.0	19.8	34.9	20.8	24.5	45.3
	5	122	100.0	17.9	29.9	23.1	29.1	52.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	115	100.0	6.3	43.2	29.7	20.7	50.5
	4	116	100.0	13.5	32.4	34.2	19.8	54.1
	5	119	100.0	19.8	37.1	21.6	21.6	43.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	107	99.1	3.1	21.9	50.0	25.0	75.0
	4	115	100.0	11.3	35.8	33.0	19.8	52.8
	5	122	100.0	16.2	39.3	16.2	28.2	44.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 640)</b>				
First graders who attended full-day kindergarten	83.3%	Up from 60.4%	98.9%	100.0%
Retention rate	1.7%	Up from 1.6%	1.9%	2.8%
Attendance rate	96.8%	Down from 97.0%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 1.1%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%	Down from 1.4%	0.6%	0.0%
Eligible for gifted and talented	23.3%	Down from 34.4%	21.8%	10.4%
On academic plans	21.3%	N/AV	21.8%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	3.0%	Down from 4.7%	6.2%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 40)</b>				
Teachers with advanced degrees	72.5%	Up from 67.4%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	91.1%	Down from 93.6%	89.5%	87.3%
Teacher attendance rate	96.5%	Up from 95.6%	95.4%	94.9%
Average teacher salary	\$47,438	Up 3.7%	\$43,942	\$42,485
Prof. development days/teacher	9.9 days	Up from 8.9 days	11.8 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.7 to 1	19.4 to 1	18.6 to 1
Prime instructional time	92.6%	Up from 92.0%	91.0%	89.7%
Dollars spent per pupil*	\$5,898	Up 6.0%	\$6,239	\$6,557
Percent of expenditures for teacher salaries*	67.9%	Up from 67.6%	66.1%	64.0%
Percent of expenditures for instruction*	72.2%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Chukker Creek Elementary School, "Our Future Is Under Construction." Evidence of our construction theme was everywhere on campus. The 2005-2006 school year offered many chances to build for the future, and our students, parents, and faculty took full advantage of the opportunities.

We started the year with our First Day Celebration. In an effort to take advantage of the naturally occurring enthusiasm that everyone has on the first day of school, we celebrated with a welcome reception for families, a pep rally to unveil our theme for the year, and pictures and treats for everyone. The First Day Celebration set the tone for enthusiasm about learning that lasted all year long.

The most visible demonstration of our theme was the construction of a new classroom building to house fourth and fifth graders. Bulldozers and dump trucks arrived at school at nearly the same time students did in August. We all kept track of the building's progress, and we were delighted to learn that the building would be open for the start of the 2006-2007 school year.

Academic achievement, as always, was our primary area of emphasis. Standardized test scores continued to increase as students worked to improve their reading, writing, math, science, and social studies skills. More than a dozen second grade students participated in the Academy of Reading, a computer-aided instructional program designed to improve reading skills. Our Stock Market Game team finished third in the state competition and was recognized in Columbia at a reception in May. The Math Superstars and the Accelerated Reader Program continued to challenge students to do their best. Our after-school program attracted many students who were able to benefit from extra small-group instruction. Students competed successfully in area spelling bees, geography bees, the Lieutenant Governor's Writing Competition, and Math Olympiads. Other students participated in physical education, art, and chorus performances and competitions, gaining recognition at both the local and regional levels.

We were again proud to be a recipient of the Palmetto Gold Award for outstanding student academic performance. Only selected elementary schools in South Carolina have earned the honor consistently, and Chukker Creek is proud to have been recognized each year since the award was inaugurated. Chukker Creek was also recognized for the third time as one of the elementary and middle schools in the state that are closing the achievement gap between economically disadvantaged students and students who are not.

Achieving success requires the support and efforts of all of our stakeholders. Parents and community members helped construct a totally new computer lab for our students. They raised over \$20,000, which was used to replace all of the aging computers in our technology lab. The level of family involvement that Chukker Creek enjoys is a primary contributor to the success of our students.

The 2005-2006 year was a tremendous one for Chukker Creek Elementary School. We are well aware that Our Future is Under Construction, and we look forward to seeing even more spectacular results from our efforts during the 2006-2007 school year!

Peggy Trivelas, Principal  
Laura Paxton, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	30	117	93
<b>Percent satisfied with learning environment</b>	96.7%	88.5%	89.0%
<b>Percent satisfied with social and physical environment</b>	100.0%	88.6%	84.8%
<b>Percent satisfied with school-home relations</b>	96.7%	94.8%	90.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.